

A Comparative Study of Emotional Intelligence of Different Age Groups.

Dr.Hemlata Joshi

Assistant Professor, Department of Psychology
Jai Narain Vyas University, Jodhpur(Raj.)

Received: May 04, 2018

Accepted: June 10, 2018

ABSTRACT

It is likely that a new discipline of 'brain pedagogic' may arise. It is widely accepted that what matters for success in life and work is not just an individuals' 'intellect' or IQ but emotional intelligence too. Emotional intelligence is the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth. The present study is a small effort to understand the differences in emotional intelligence. It is an effort to know whether age, experience and exposure have any kind of relationship with emotional intelligence. The study was done on a sample of 200 subjects from Jodhpur city of which 100 were adolescents (13-18 years) and 100 were adults (19- 24 years). The results clearly indicate that there is no significant difference between any of the two groups

Keywords:

Introduction

Man, being a social animal, is very gregarious by nature and hence, transacts with the social world in which he is born. By which he is shaped as a person and in which he dwells are very significant in determining how emotionally he will react to situations involving inter personal relationships. Ever since the concept of emotional intelligence was formally proposed by Yale Psychologist *Peter Salovey* and *John Mayer* in 1900 it has attracted attention of psychologist and the general public. The concept of Emotional Intelligence was popularized by *Daniel Goleman*. According to him Emotional intelligence can be learned and cultivated in adulthood. It can be nurtured and strengthened in human minds resulting in desirable behaviour modifications.

The term emotional intelligence has been regarded as an important indicator of organizational effectiveness as well as an important predictor in determining the leadership effectiveness. Significant positive relationships have been found between emotional intelligence and actual leadership effectiveness with practical implications for using emotional intelligence to enhance leadership effectiveness. *Koh, et al. (2018)* In addition, this term is increasingly used to apprise the human resources of any organization.

Emotional intelligence motivates employees to pursue their unique potential and purpose and activates innermost potential values and aspirations. Emotional intelligence enables one to learn to acknowledge and understand feelings in themselves and others, so that they can appropriately respond to them and effectively apply that knowledge to themselves as well as the work place. Both the employees' and the supervisors' emotional intelligence have been studied to have a close connection to job satisfaction for both the parties. *Vrartskikh, et al. (2016)* Emotional intelligence, hence, is regarded as what gives a person a competitive edge.

A range of researches depict the association of emotional intelligence to facets of education- ranging from academic achievement *Ranasinghe, et al. (2017)* to stress levels *Bryant, et al. (2015)*. Furthermore, emotional intelligence exists in close quarters with attachment formation and well-being. *Xu, et al. (2014)*

The contemporary scholarship in the area of emotions suggests that emotions provide information about relationship and therefore, emotion and intelligence work hand in hand.

Attributes of Emotional intelligence

- 1) SELF AWARENESS: It is the ability to monitor feelings from moment to moment. Self-awareness accounts for knowing ones internal states, preferences, resources and intuitions.
- 2) SELF REGULATION: It means the ability to manage one's emotions and impulses. An emotionally self-regulated person can be easily recognized with the following traits- a propensity for reflection and thought fullness, comfort with ambiguity and change.
- 3) MOTIVATION: By motivation it has meant emotional tendencies that guide or facilitate reaching goals.

- 4) **EMPATHY:** It is the ability to recognize emotions in others. Empathy is quintessential aspect of emotional intelligence and helps in sensing others feelings and perspectives and taking an active interest in their concerns.
- 5) **SOCIAL SKILLS:**By social skills, it has meant the adeptness at inducing desirable responses in others. According to *Goleman*, people who excel in social skills do well at anything that relies on interacting smoothly with others, they are social stars.

Emotional Competence and EQ mapping

Emotional intelligence is important for success in personal as well as career related life of an individual. Emotional intelligence is an important ingredient for the success and failure of an individual in almost all lifestyles.

Daniel Goleman has tried to strike a distinction between emotional intelligence and competence.

Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. It is believed that certain level of emotional intelligence is necessary to learn the emotional competencies.

EQ mapping

Emotional intelligence is measured in terms of emotional quotient (EQ). EQ mapping is a new technique adopted by researchers and theorists to assess the levels of EQ related dimension and their contribution to the level of EQ related dimension and their contribution to the level of quality of life, interpersonal relationship and optimal performance. The EQ map enables people to realize relative strength and vulnerabilities across a wide range of characteristics related to emotional intelligence.

EQ in business and life can be best understood by a Four cornerstone Model by Cooper. This model assumes emotional intelligence as out of the realm of psychological analysis and philosophical theories and moves into the realm of direct knowing, exploration and appreciation.

SIGNIFICANCE OF THE STUDY:

While strong feelings can create havoc in reasoning, the lack of awareness of feeling can also be ruinous, especially in weighing the decisions on which our destiny largely depends; what career to pursue, whether to stay with a secure job or switch to one that is riskier but more interesting, whom to date or where to live. Such decisions cannot be made well through sheer rationality, they require gut feeling, and the emotional wisdom gained through past experience. Formal logic alone can never work as the basis for deciding who to marry or trust or even what job to take. With optimal awareness as one with another as one's feelings change, so will his response to the other. Both further act as a feedback loop. One improves one's social and interpersonal skills not by learning the techniques, but by permitting the body to read, and to act upon, the human interchange. Looking at the importance of emotional intelligence the researcher was motivated to take up the variable for investigation.

PROBLEM:

Is there any significant difference in the emotional intelligence of adolescents and adults.

HYPOTHESIS:

There is a significant difference in the Emotional intelligence scores of adolescents and adults.

METHOD:

The present study is a correlational research in which the variables are not directly manipulated by the researcher; rather variation in the variables of interest is achieved by some sort of selection procedure. As in the present case the relationship between emotional intelligence was studied by selecting 100 subjects from each of the two age group, namely adolescents (13-18) and adults (19-24).

The sample was selected by incidental cum purposive technique. All the subjects were of middle socio-economic status from nuclear families.

TESTS USED:

- 1) Hindi adaptation of Picture Frustration study by *Rosenzweig*
- 2) Jodhpur mental health inventory (JMHI) by *Joshi and Malik*
- 3) Emotional Intelligence scale of *Chadha*

RESULT AND INTERPRETATION:**Table No. 1: Showing Mean, S.D. and t between the Groups (13 to 18 years and 19 to 24 years) on Emotional Intelligence**

Groups	Mean	S.D.	T
13 to 18 years	162	65.58	0.505
19 to 24 years	157.15	70.03	

To study the significance of differences, 't' test was applied between the age groups ,namely, 13-18 years and 19-24 years.

The results are presented below:

- 1) Differentials of Emotional Intelligence between the age groups 13-18 years and 19-24 years. To study the difference between the above mentioned age groups,'t' ratio was calculated: which was found to be significant.

The results reveal that no significant difference emerged between the adolescents and adults. The Emotional Intelligence as measured by *Chadha's* test consisted of five components, namely; self-awareness, self-regulation, self-motivation, empathy and social skills.

Self-awareness is the ability to monitor one's own feelings from moment to moment. It accounts for knowing one's internal states, performance resources and intuitions.

Self-regulation is the ability to manage one's emotions and impulses. Self-regulation keeps the disruptive emotions in control.

Motivation is the guiding force to reach the goals. Empathy is the ability to recognize emotions in others.

Social skills mean ability to interact successfully with the people in society.

The results of the present study are quite interesting because no significant difference is obtained between any of the two groups namely adolescents and adults.

It was hypothesized that adults will have more emotional maturity than the adolescent. The adolescent age is full of stresses and strains. It is the critical period of great excitability and turbulent emotions. According to Erikson, the main task confronted by the adolescents is the establishment of ego identity. In this age, on one hand, he wants to remain independent and on the other hand, he cannot afford it. All these problems may influence his regulatory behaviour, self-awareness, social skills and empathy. On the whole his emotional maturity will be poor. As he grows, the ego identity develops and starts commanding the environment. But the results do not give such indication. One of the reasons may be that the adolescents of the present era have started facing problems right from their school days. As a result, their emotional maturity might have come a little bit earlier. However, there is a need to further investigate this issue with a larger group of sample in which gender difference and other dimensions may be investigated.

REFERENCES:

- Chadha,N. (1990)Emotional intelligence Scale, Delhi University, Delhi.
- Joshi, M., &Malik, A. (1987) Jodhpur Mental Health Inventory, Department of Psychology, Jai NarainVyas University, Jodhpur
- Goleman, D. (2000) Emotional Intelligence: Five Years Later, George Lucas Educational Foundation
- Dollard, J., & Miller, N. (1950),Personality and Psychotherapy, McGraw Hill, New York.
- World Health Organization, Strengthening Mental Health Promotion. Geneva, World Health Organization (Fact sheet no.220,221)
- Koh, C., & Higgins, E. (2017) Relationships between emotional intelligence, perceived and actual leadership effectiveness in military context. Journal of Military Psychology, Volume 30 (1), 27-42
- Vratskikh, I., Masadeh, R., Lozi, M., &Maqableh, M. (2016) The Impact of Emotional Intelligence on Job Performance via the Mediating Role of Job Satisfaction. International Journal of Business and Management, Vol 11 (2)
- Ranasinghe, P., Wathurapatha, W., Mathangasinghe, Y., &Ponnamperuma, G. (2017)Emotional intelligence, perceived stress and academic performance of Sri Lankan medical undergraduates. BMC Medical Education, Vol 17 (1), 1-7
- Bryant, S., & Malone, T. (2016) An Empirical Study of Emotional Intelligence and Stress in College Students. Business Education & Accreditation, Vol 7 (1), 1-11
- Li, Xu, L., &Xue, Z. (2014) Adult Attachment Orientations and Subjective Well-Being: Emotional Intelligence and Self-Esteem as Moderators.Social Behavior and Personality: an international journal, Vol 42 (8), 1257-1265